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ABSTRACT

This study was undertaken to serve as a potential model in the evaluation of career programs. Most models for program evaluation consist of three phases: input; (e.g., the number of students enrolled); the process (e.g., availability of equipment, staff, etc.); and output (e.g., students who are able to gain employment). This study focuses on graduates and asks them to assess defined components of the process and output phases beyond those usually included. It was contended that the employed graduates of a career program could well serve as evaluators because they are in the unique position of being able to relate their programs to their job requirements. It was also contended that supervisors of career program graduates should be included in the program evaluation model because they are particularly able to provide an assessment of job performance. Thus, this study focuses on two phases of the program evaluation model--process and output, extends the components of these phases, and utilizes opinions of both graduates and their supervisors. (Author)

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EXTENDING THE MODEL OF PROGRAM EVALUATION

CAREER GRADUATES AND THEIR EMPLOYERS

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cao

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TABLE OF CONTENTS

		Page
SECTION I:	THE PURPOSE OF THE STUDY	1
SECTION II:	DEVELOPMENT OF THE INSTRUMENT	2
SECTION III:	THE POPULATION	3
SECTION IV:	PROCEDURES	4
SECTION V:	PRESENTATION OF RESULTS OF THE STUDY	4
SECTION A:	GRADUATES NOT CURRENTLY EMPLOYED	6
	SUMMARY	9
SECTION B:	GRADUATES CURRENTLY EMPLOYED	10
	SUMMARY	22
	EMPLOYER QUESTIONNAIRE	24
	SUMMARY	28
RECOMMENDATIONS		29
APPENDIX A:	GRADUATE RESPONDENTS BY CAREER PROGRAM	31
APPENDIX B:	GRADUATES OF CAREER PROGRAMS QUESTIONNAIRE	33
	EMPLOYER QUESTIONNAIRE	38
APPENDIX C:	CORRESPONDENCE WITH GRADUATES AND EMPLOYERS	39

SECTION I: THE PURPOSE OF THE STUDY

This study was undertaken to serve as a potential model in the evaluation of career programs. Most models for program evaluation consist of three phases: *input*, e.g., the number of students enrolled; the *process*, e.g., availability of equipment, staff, etc.; and *output*, e.g., students who are able to gain employment. This study focuses on graduates and asks them to assess defined components of the process and output phases beyond those usually included. It was our contention that the employed graduates of a career program could well serve as evaluators because they are in the unique position of being able to relate their programs to their job requirements. It is also our contention that supervisors of career program graduates should be included in the program evaluation model because they are particularly able to provide an assessment of job performance.

Thus, this study focuses upon two phases of the program evaluation model--process and output, extends the components of these phases and utilizes opinions of both graduates and their supervisors.

We believe that one of the most valuable uses of the program evaluation model proposed in this study is as a supplement to the typical and lower level models which are concerned with such factors as number of students enrolled and number of students leaving the institution who locate employment. We recommend that the program evaluation model proposed in this study be repeated over a defined length of time - perhaps every three years. The results will be useful both as "benchmark" data against which program changes can be assessed and as a signal to indicate areas within programs which deserve to be carefully reviewed.

SECTION II: DEVELOPMENT OF THE INSTRUMENT

In order to achieve the purposes of this study, two instruments were designed. The first was sent to graduates of career programs and the second to their immediate supervisor.

The Graduates of Career Programs questionnaire consists of three parts: Section A, for graduates not currently employed; Section B, for graduates currently employed; and a third section for graduates who are or have been employed. Sections A and B were similar in that they sought current descriptive information. They were dissimilar in that currently employed graduates were also asked to evaluate their career vocational program, assess the advantages of possessing an A.A. degree and rate their job satisfaction.

The third section of this questionnaire, for graduates who are or have been employed, sought information specific to their career program. Respondents were asked to indicate skills or areas of knowledge which they felt should be added to or deleted from their career program. They were also asked to cite specific courses which should be altered or were vital in terms of job preparation.

The questionnaire designed for employers paralleled that designed for the CCC career graduate. Employers were asked to indicate the advantages of possessing an A.A. degree and evaluate the graduate's preparation; both scales were a replica of those appearing on the graduates' questionnaire. Employers were also asked the same open-ended questions as were graduates. (The questionnaires appear as Appendix B.)

The initial drafts of these questionnaires were developed by the Office of Institutional Research. Drafts were shared and discussed with career coordinators, the Director of Career Programs and the Director of the

Counseling Center. The goal was to create an instrument which would enable us to describe the current status of career program graduates and obtain information helpful in program evaluation from both graduates and their immediate supervisors. The questionnaires were to be detailed enough to provide meaningful information for program evaluation, yet broad enough to apply to all programs. Many suggestions were forthcoming which were incorporated into the questionnaires. It was felt that the resultant instrument contained scales and questions broad enough to apply to all career programs and specific enough to be meaningful in examining a single program.

SECTION III: THE POPULATION

All 1971 and 1972 graduates of career programs at Catonsville Community College were surveyed. There were 321 career program graduates representing 36% of all graduates. We did not have adequate information to contact 32 of the graduates. From the resultant population of 289, 121 or 42% of the graduates responded. The response rate was the same for men and women graduates - 43%. The chart below shows the number who responded by sex and employment status; the percentage of currently employed women was slightly higher than that of men.

Supervisors of 88 of 91 employed career graduates were also asked to respond to our survey (three graduates did not wish their supervisor to participate.) 48 or 55% of the supervisors responded.

Respondents by Sex and Employment Status

	Women	Men	
Not Currently Employed	17 23%	13 27%	30 25%
Currently Employed	56 77%	35 73%	91 75%
TOTAL	73	48	121

SECTION IV: PROCEDURES

A listing of graduates of career programs during 1971 and 1972 was compiled with the assistance of the Records Office and Computer Center. The initial mailing included a letter which described the Study and encouraged a response, the questionnaire for graduates, a pre-paid return envelope and the questionnaire for employers. A second and third mailing occurred four and nine weeks after the initial mailing.

In a few cases, students had replied but their employer had not. In these instances the employer was contacted directly unless the graduate indicated that the employer was not to be contacted and the graduate was notified of this.

To encourage response for the final follow-up, a synthesis of some of the tentative findings was included. The students and employers who responded were both sent thank you notes immediately upon receipt of the completed questionnaire. The various letters used appear in Appendix C.

Because the number of respondents was relatively small, data was not tabulated by machine and a hand calculator was used. Upon completion of the tabulations, questionnaires were separated by program area, numerically tabulated and returned to the career coordinator responsible for that area.

SECTION V: PRESENTATION OF RESULTS OF THE STUDY

The responses by graduates of career programs to each of the questions are presented separately for women and men as well as a combined total. The analysis is organized for each question in the following manner: reproduction of the question including a tabulation of responses in percentages and a prose analysis section. The analysis of Section A: Graduates Not Currently Employed is presented first, followed by Section B: Graduates

Currently Employed, the Employer questionnaire and some comments taken from the open-ended questions. Where appropriate for the prose analysis of specific questions, the responses of graduates and their employers will be presented together.

SECTION A: GRADUATES NOT CURRENTLY EMPLOYED

25% of the respondents were not currently employed. This included 17 or 23% of the women and 13 or 27% of the men.

1. After graduating from CCC, have you been employed?

	Women	Men	Total
Yes, part-time	24%	61%	40%
Yes, full-time	47%	31%	40%
Not at all	29%	8%	20%

80% of the graduates who were not currently employed had been employed since leaving CCC. One-half of this percentage had been employed full-time and one-half part-time. A much larger percentage of the men had been employed part-time and a greater percentage of the women had been employed full-time. Overall, 20% of the graduates had not been employed and this is true for more than three times the percentage of women than men.

2. The primary reason you are not currently employed is ...

	Women	Men	Total
Family responsibilities	40%	8%	27%
Military status	-	8%	3%
Student status	12%	38%	23%
Few job openings	12%	8%	10%
Most jobs require additional education	12%	-	7%
Other, please specify:	24%	38%	30%

Most of the graduates who are not currently employed gave as their primary reason *family responsibilities, current student status* and *other* reasons. Many did not specify their reason under *other* and those who did gave a variety of reasons including "medical," "in the process of changing jobs," "currently studying theology," and "currently work only on a

cooperative basis in a special program at my transfer institution." Not unexpectedly, five times as many women as men specified *family responsibilities* as the primary reason they were not currently employed. More than three times as many men as women gave *student status* as the reason they were not currently employed. Overall, only 10% of the graduates who are not currently employed indicated that the reason for this was *few job openings in their field*. This suggests that the career programs offered by CCC relate well to the job market needs in this area.

3. Are you currently ...

	Women	Men	Total
Attending college part-time	24%	8%	17%
Attending college full-time	24%	61%	40%
Not attending college, but plan to	28%	8%	20%
Not attending college and have no immediate plans to	24%	23%	23%

The majority (40%) of graduates who are not currently employed are attending college full-time. 57% of graduates not currently employed are attending college either part-time or full-time and an additional 20% are planning to do so in the future. A much larger percentage of women than men are attending college part-time and a much larger percentage of men than women are attending college full-time. More than three times the number of women than men have had or chose to postpone attending college. This may be a function of family responsibilities - the primary reason for unemployment given by women. Interestingly, nearly the same percentage of men as women are not now attending college and have no immediate plans to do so.

Career programs are usually viewed as terminal programs and it is commonly thought that few of these graduates have the intent of continuing their education towards a higher degree. The large percentage of career program graduates now attending and planning to attend college contradicts this assumption.

4. If you are attending college, how does your current major program relate to your CCC program area?

	Women	Men	Total
They are the same	25%	33%	29%
They are closely related	38%	45%	41%
They are somewhat related	25%	11%	18%
They are not related at all	12%	11%	12%

Of the 57% of unemployed career graduates who are now attending college, the majority indicated that their current major program and their CCC program are closely related. 29% indicated that they were the same. Men tended to be enrolled in the same or closely related program at their transfer institutions more often than women and, women tended more than men to be enrolled in programs that were somewhat related. A small percentage, 12%, indicated that the programs were not at all related.

Given that 70% of the unemployed career program graduates enrolled in college are now enrolled in programs which are either identical to or closely related to their CCC program area, it is apparent that this is an area to which continuing articulation should be directed. This is further substantiated by the responses of graduates who are currently employed who indicated (Section B, Question 7A) that 34% had or were enrolled in college courses. It is apparent that whether or not the career ladder concept formally exists, career program graduates are informally acknowledging its existence. Consideration should be given to formalizing the career ladder concept in order to facilitate the transfer of graduates as well as encourage the continued education of those who obtain certificates. What is further required is a new view of the career graduate, a concept which enables us to view the career program graduate as capitalizing upon the two-year degree both as a means of securing immediate employment as well as continuing education.

SUMMARY

Most graduates of CCC career programs who are not currently employed, have been employed. Most of the women graduates indicated that they are not currently employed because of family responsibilities. Most men graduates are not employed because of their current student status or "other" reasons. Overall, only 10% indicated that few job openings was the primary reason they were not currently employed. 57% of these career graduates are now attending college on a full-time or part-time basis and an additional 20% plan to attend a college. 70% of the career graduates who are now attending college indicated that their program was the same or closely related to their career program at CCC. Only 12% indicated that they were enrolled in a program that was not at all related to their CCC program.

SECTION B: GRADUATES CURRENTLY EMPLOYED

Overall, 75% or 91 of the career program graduates of 1971 and 1972 are currently employed. Of the women graduates, 77% or 56 are now employed and of the men 73% or 35 are currently employed.

1. Are you currently employed ...

	Women	Men	Total
Full-time	89%	83%	87%
Part-time	11%	17%	13%

Overall, 87% of the graduates who are currently employed are employed on a full-time basis. Somewhat more men than women are employed on a part-time basis.

2. Did you hold your present job while attending CCC?
(Check 'Yes' even if you worked part-time at that job while attending CCC and are now working full-time).

	Women	Men	Total
Yes	25%	66%	41%
No	75%	34%	59%

41% of CCC career program graduates who are currently employed held their present jobs, either on a full-time or part-time basis, while attending CCC. Conversely, 59% of these students did not hold their present job while attending CCC. 41% more of the men than women held the same job while attending CCC. This may suggest that more men who are seeking to obtain an A.A. degree in a career field attend CCC in order to upgrade current job skill; whereas more women may attend CCC to prepare for a career in an entirely new field. We have recently begun to ask entrants to CCC to

specify their educational goals. Future analyses of specified goals will show whether men and women career students attend CCC for different goals.

3. Is your current job located in ...

	Women	Men	Total
Baltimore County	34%	43%	37%
Baltimore City	38%	28%	34%
Washington, Prince George or Montgomery County Area	5%	3%	5%
Other Maryland location	23%	23%	23%
Out-of-state	-	3%	1%

The predominant job location is Baltimore County, followed closely by Baltimore City. Overall, 99% of CCC career graduates are employed in the State of Maryland or in the Washington, D. C. metropolitan area.

It is apparent that the career programs now offered by CCC are relevant to the needs of the local labor market; this is not to suggest that additional programs would not also be relevant, but to underline that graduates of career programs are able to obtain local employment.

4. The most accurate relationship between your career program at CCC and job is ...

	Women	Men	Total
program helpful and directly related to job	77%	48%	66%
program helpful and slightly related to job	20%	23%	21%
program not helpful and slightly related to job	-	3%	1%
program not helpful and directly related to job	-	3%	1%
program not at all related to job	3%	23%	11%

The vast majority of students, 66%, describe the relationship between their CCC career program and current job as *CCC career program helpful and directly related to the job.* This percentage becomes even more striking when one notes that 11% of the graduates indicated their *program was not at all related to their job*; consequently, 87 out of 89% of graduates

whose current jobs were slightly or directly related to their CCC career program, said that their program was helpful. Only 2% of the graduates all of whom were men, indicated their CCC career program was related to their job but was not helpful. More of the women than men graduates indicated that their program was helpful and directly related to their job whereas more of the men graduates indicated that their program was not at all related to their job.

It is apparent that more women than men graduates enter the work force and the job area for which they were prepared at CCC. Whether this indicates that women are more committed in the career area for which they have prepared at CCC than men or whether there are fewer opportunities for women to move into fields other than that for which they were prepared is not explained by the data. However, the former is suggested to be the case given the large percentage of nursing majors who comprise the women career graduates' respondents and would tend to enter the career for which they were prepared.

5. Your annual salary before deductions is ...
(If you are working part-time, please calculate your salary on a full-time basis.)

	Women	Men	Total
Below $5,000	5%	9%	7%
$5,000 to $7,000	20%	17%	18%
$7,000 to $9,000	43%	23%	35%
$9,001 to $11,000	27%	14%	22%
Over $11,000	5%	37%	18%

The median annual salary for CCC career program graduates is between $7,000 and $9,000 annually. Only 25% of the graduates earn salaries below $7,000 per year and 40% earn salaries in excess of $9,000 annually. Not

surprisingly, nearly 20% more of the men than women graduates earn salaries above $9,000 per year; note that 37% of the men earn salaries in excess of $11,000 annually as contrasted to only 5% of the women.

This may be a microcosmic reflection of the macrocosm; namely, an indication on the local level of what is true on the national level - that women earn less than men. It may, however, be also related to seniority on the job. In Question 2, more than twice as many men as women indicated they held their job while attending CCC. This factor may well, at least in part, serve to explain the discrepancies in salaries.

6. Prior to graduating from CCC, did you have work experiences related to your current position?

	Women	Men	Total
No, none that was related	14%	17%	15%
Yes, work experience that was somewhat related	34%	14%	27%
Yes, up to one year of directly related work experience	16%	9%	13%
Yes, one to five years of directly related work experience	29%	31%	30%
Yes, more than five years of directly related work experience	7%	29%	15%

Most CCC career program graduates, 30%, had 1 to 5 years of directly related work experience prior to their graduation date. The next highest percentage, 27%, indicated that their work experience had been somewhat related to their current position. 21% more of the men graduates had more than 5 years of directly related work experience than women graduates and overall, 17% more of the men had one or more years of directly related work experience than did women graduates. These factors serve to explain the higher salaries earned by male graduates, at least in part.

7. Since graduating from CCC, have or are you ...

A. enrolled in college courses

	Women	Men	Total
Yes, part-time	21%	26%	23%
Yes, full-time	4%	23%	11%
No, I chose not to	30%	14%	24%
No, but I plan to	45%	37%	42%

B. enrolled in training courses offered by your employer, company or organization

	Women	Men	Total
Yes	30%	31%	31%
No, they are not available	39%	52%	44%
No, I chose not to	11%	17%	13%
No, but I plan to	20%	-	12%

34% of career graduates who are currently employed are also enrolled in college courses. Nearly 50% of the men and 25% of the women are enrolled in college on a full or part-time basis. In addition, 42% plan at some future time to enroll in college courses.

57% of the unemployed career graduates (Section A-Question 3) said that they were currently attending college on a full or part-time basis and an additional 20% were not attending college but plan to. It is apparent that graduates from CCC career programs, traditionally thought of as terminal programs, are using their CCC program to continue their education.

Specialized training courses are often offered to employees. 31% of the currently employed graduates are enrolled in these training courses and an additional 12% plan to enroll in the future. 44% indicated that such programs were not now available. Interestingly, there were more opportunities to attend training courses for women than for men; again, this may be reflective of the large number of nursing graduates employed in hospitals that are known to offer a variety of training courses and programs. The response of the graduates suggest that where training courses are

available, more than half the women enrolled, about one-quarter will enroll eventually and about one-quarter will not enroll.

Attendance in both colleges and training courses after graduation from CCC by career students suggests that CCC encourages furthering one's education. The majority of graduates, whether or not they are currently employed, are enrolled in college courses or training courses or plan to soon be enrolled in these.

8. Please rate your satisfaction with your present job using the following scale...
   1. *highly dissatisfied*
   2. *dissatisfied*
   3. *satisfied*
   4. *highly satisfied*

Combined Ratings of Satisfied & Highly Satisfied *

	Women	Men	Total
Salary	84%	68%	78%
Opportunity for advancement	77%	63%	71%
Opportunity for salary increase	84%	71%	79%
Fringe benefits	93%	65%	82%
Your job	86%	80%	83%
Opportunities for friendships with co-workers	98%	94%	97%
Communication with superiors	86%	82%	85%
Importance of your job	90%	77%	85%
Opportunity to do the things you were trained to do	94%	66%	77%

* A four-point scale was used ranging from highly dissatisfied to highly satisfied; the given percentages are an addition of the top two ratings.

Overall, career graduates indicated that they were well satisfied with their current jobs. They were particularly satisfied with *opportunities for friendships with co-workers, communication with superiors,* and *importance of your job.* Graduates were least satisfied with the opportunities for advancement afforded them by their jobs.

In each of the nine separate factors rated to indicate job satisfaction, women were more satisfied. The differences between men and women were least pronounced in *opportunities for friendships with co-workers* and *communications with superiors*. Differences were most pronounced in *fringe benefits* and *opportunities to do the things you were trained to do*. Examining only ratings of 'highly satisfied', men gave higher ratings than women on these factors: *salary, opportunity for salary increase* and *your job*. In general, career program graduates were satisfied with their jobs as measured by this scale and women graduates were more satisfied than men. Men were least satisfied with their *salaries, fringe benefits, opportunity for advancement* and *opportunity to do the things they were trained to do*. Both groups were most satisfied with the opportunity for *friendships with co-workers*.

9. Compared to persons in your field who have *not yet earned an A.A. degree or completed a similar program, but have about the same amount of experience*, please rate the degree to which you feel you ...
   Nursing Graduates: please compare yourself to 3-year hospital nursing school graduates who have about the same amount of experience.

   1. *never*
   2. *sometimes*
   3. *usually*
   4. *always*

	Combined Ratings of Usually & Always *		
	Women	Men	Total
Had a better chance of being employed	39%	51%	44%
Have more opportunity for job promotion	50%	55%	52%
Perform job tasks requiring a higher level of skills	47%	40%	44%
Earn a higher salary	35%	40%	37%
Are more satisfied with your job	56%	54%	55%

* A four-point scale was used ranging from highly dissatisfied to highly satisfied; the given percentages are an addition of the top two ratings.

Is an A.A. degree required for the job you hold?

	Women	Men	Total
Yes	28%	3%	19%
No, but it's preferred	20%	47%	28%
No, and no preference is given	52%	50%	53%

On two factors, graduates felt that the A.A. degree usually or always gave them an advantage over counterparts who lacked the degree: *more opportunities for job promotion and job satisfaction.* Men graduates tended to perceive a greater advantage to holding an A.A. degree than did women graduates, particularly in terms of *opportunity for initial employment.* Women graduates, more often than men, tended to feel that the A.A. degree more often enabled them to *perform job tasks requiring a higher level of skills.* Examining only the lowest portion of the scale, "never" ratings, a small percentage of graduates felt that the A.A. degree never gave them an advantage. This was particularly true for *earning a higher salary* where 27% of the graduates felt that the A.A. degree was of no advantage and least true in *more satisfied with your job* where 15% of the graduates gave "never" ratings. Thus, graduates gave ratings of "sometimes," "usually" or "always" ranging from 73% to 85% for each of the five factors. Graduates of career programs quite clearly see advantages given to holders of the A.A. degree.

Graduates were also asked whether the A.A. degree was required for the job they currently hold. Slightly over one-half of the graduates indicated that the A.A. degree was not required for the job they hold and no preference was given for it. A much larger percentage of women graduates said that the A.A. degree was required for the job they held; this group tended to consist of many nursing graduates. Many more men than women graduates held jobs where the A.A. degree was not required, but it

was preferred. Responses to this question were particularly interesting when contrasted to responses to the previous question. Although graduates may feel in a global sense that preference is not given to holders of A.A. degrees, they did feel that advantages were present when asked about specific advantages such as *had a better chance of being employed.*

10. *Please write in the corresponding number of the response below which best describes how you feel about the career-vocational courses you took at CCC.*

    0. not applicable
    1. not adequate
    2. adequate
    3. more than adequate

	Combined Ratings of Adequate and More than Adequate *		
	Women	Men	Total
1. The variety of courses was	93%	83%	89%
2. The introduction to the various areas of knowledge required in my career was..	93%	83%	89%
3. The depth of the various areas of knowledge required in my career was...	84%	74%	80%
4. The presentation of job activities and career opportunities in my field included in the course was ...	79%	58%	70%
5. The emphasis on practical application of course material was ...	73%	74%	73%
6. The currency of test and laboratory equipment was ...	81%	80%	80%
7. The quantity of test and laboratory equipment was ...	81%	83%	81%
8. The opportunity to learn job skills required by my career was ...	84%	75%	80%
9. The theoretical understanding of the skills required in my career was ...	91%	91%	91%
10. The preparation for my future given me by courses was ...	91%	86%	89%
11. The number of elective courses was ...	87%	77%	84%
12. The opportunity to take courses outside of my major career area was ...	71%	80%	74%
13. The emphasis on analysis of course material as opposed to memorization was ...	97%	91%	94%
14. Overall, my satisfaction with courses in my career area was ...	93%	89%	91%

* The presentation is combined ratings of 'adequate' and 'more than adequate'. A three-point scale from 'not adequate' was utilized; 'not applicable' ratings were not included.

Overall, graduates felt that their career-vocational courses were adequate or more than adequate. In six areas, 89% or more of the graduates gave "adequate" or "more than adequate" ratings: *variety of courses, introduction to various areas of knowledge required in my career, theoretical understandings of required skills, preparation for the future, emphasis on analysis of course material as opposed to memorization and satisfaction with courses in my career area.* 91% of the graduates were satisfied with courses in their career area.

The three factors receiving the least "adequate" or "more than adequate" ratings were: *presentation of job activities and career opportunities in my field* (70%), *emphasis on practical application of course material* (73%), and *opportunities to take courses outside of my major area* (76%).

Women graduates tended to rate their career-vocational courses as "adequate" or "more than adequate" more often than did men. The most pronounced difference in ratings occurred in Item 4, *presentation of job activities and career opportunities in my field,* where 79% of women graduates gave "adequate" or "more than adequate" ratings as contrasted to 58% of the men.

Four factors received 25% or more of their ratings as "more than adequate." These included *the opportunity to learn job skills required by their career, theoretical understanding of the skills required in my career, the emphasis on analysis of course material as opposed to memorization* and *overall satisfaction with courses in the career area.*

It is apparent from responses to this question that graduates of career programs are well satisfied with career-vocational courses which they took at CCC. However, graduates did indicate that they would have liked to have known more about the job activities and career opportunities in their field, had more emphasis on the practical application of course material and had more opportunities to take courses that were outside of their

major career area.

That graduates indicate a desire to have had more information about job activities and career opportunities in their field gains more import when recalling that 41% of the graduates held their same position while attending CCC and 89% were in programs which were either slightly or directly related to their job. We tend to think of explorations of career opportunities as a means for students to determine a career and select an appropriate program. It is apparent from responses to this question that even students who have declared a major and are also working in an area related to that major are interested in exploring additional career opportunities within that career field. The exploration of career opportunities is an area which deserves further attention and has the potentiality for innovative programming.

11. *The following statements describe experiences you may have had at Catonsville Community College. Using the following scale, please indicate your degree of agreement with the statement.*

1. *highly disagree*
2. *disagree*
3. *agree*
4. *highly agree*

Combined Ratings of Agree & Highly Agree

	Women	Men	Total
1. I became more aware of why others believe and act as they do.	93%	83%	89%
2. I learned to weigh the pros and cons of various courses of action before I made a decision.	93%	87%	90%
3. I began to feel more personally responsible for my actions than I had in the past.	91%	68%	83%
4. I learned to set goals that were suited to my abilities.	89%	74%	84%
5. I made more attempts to develop relationships with students than I had in the past.	75%	74%	75%
6. I became more tolerant of differing viewpoints on issues of interest to me.	95%	83%	90%
7. I was more concerned with my own, rather than others' evaluations of my accomplishments.	77%	74%	76%
8. I began to better understand myself.	89%	74%	84%
9. I became more able to get along with persons different than myself.	91%	79%	86%

* A four-point scale was used ranging from highly disagree to highly agree.

These items were originally designed for a prior follow-up study as a means to assess affective growth. 75% to 90% of these career graduates agreed or highly agreed to each of the affective growth statements. 90%, the highest percentage, agreed or highly agreed that *I learned to weigh the pros and cons of various courses of action before I made a decision* and *I became more tolerant of differing viewpoints of interest to me.*

For each of the affective growth statements, a larger percentage of women gave ratings of "agree" or "highly agree" than did men. The largest difference between male and female ratings occurs on Item 3 *I began to feel*

more personally responsible for my actions than I had in the past where 91% of the women and 68% of the men agreed or highly agreed. Comparing men and womens' responses to these items indicates that women perceive more affective growth occurring during their years at CCC than do men.

SUMMARY

75% of the responding graduates of career programs are currently employed. Nearly 90% are employed full-time and 41% held the same job on a part-time or full-time basis while attending CCC. 99% of the employed graduates are employed within the State of Maryland or Washington, D. C. metropolitan area. Most of the students, 71% hold jobs located in Baltimore County or Baltimore City. 87% of the graduates rated their program as helpful, 2% as not helpful and 11% as not related to their current job. The median salary of graduates is between $7,000 and $9,000 per year, although 40% earn above $9,000 per year. Women graduates earn less than do men graduates. Most graduates had work experience that was related to their present position prior to graduating from CCC. The work experience of women tended to be somewhat related whereas that of men tended to be directly related. 34% currently employed career program graduates are enrolled in college courses and 31% are enrolled in training courses offered by their employers. In general, students were satisfied with their jobs and particularly satisfied with opportunities for friendships with co-workers, communication with superiors and importance of the job. Graduates perceived that the A.A. degree gave them various advantages such as more opportunities for job promotion compared to persons in the field

who did not have an A.A. degree but did have about the same amount of experience. Graduates were well pleased with the career-vocational courses which they had taken at CCC. 30% of the graduates indicated that they would have liked to have had more information about job activities in career opportunities in their field. Graduates perceive themselves as growing affectively while at CCC and women indicated this growth to a greater degree than did men.

EMPLOYER QUESTIONNAIRE

The supervisors of 55% of the employed career graduates responded to our survey. (N=48). The responses to the questions asked of supervisors will be presented for both supervisors and CCC graduates so that comparisons may be made.

1. For the job held by the CCC graduate you supervise, is a two-year associate degree required...

	Supervisors	Graduates
Yes, at least an associate degree is required.	19%	19%
No, but preference is given to holders of an Associate degree	44%	28%
No, and no preference is given.	37%	53%

Although supervisors and graduates agree that an associate degree is required for 19% of the jobs, they disagree on whether preference is given to degree holders. A much larger percentage of supervisors than graduates feel that preference is given in hiring to those who hold an associate degree. This may be a response from supervisors who see more and more persons with degrees being hired as well as a response from graduates who see other people in the same job without the degree and assume other job candidates did have degrees.

Overall, 63% of the supervisors and 47% of the graduates responded that the associate degree was either required or preferred for initial placement which underscores the advantage to graduates, in this case, in terms of gaining initial employment.

2. Assume that your company or organization has a job available for which a two-year college graduate or a person with the same experience but *without the degree* can qualify.

   If you are a supervisor of nurses, please compare the two-year college graduate R.N. to the hospital nursing school graduate R.N.

   Using the following scale, please estimate the extent to which the two-year college graduate ...

   1. *Never*
   2. *Sometimes*
   3. *Usually*
   4. *Always*

	Never	Sometimes	Combined Ratings of Usually & Always	
	Supervisors		Supervisors	Graduates
1. has a better chance of being employed	11%	41%	48%	44%
2. has more opportunity for job promotion	9%	47%	44%	52%
3. performs job tasks requiring a higher level of skills	20%	50%	30%	44%
4. earns a higher salary	33%	37%	30%	37%
5. seems to be more satisfied with his job	7%	63%	30%	55%

The majority of supervisors felt that an associate degree benefitted the holder in *gaining initial employment, promotion, performing a higher level of job tasks* and *job satisfaction*. The range of supervisors' opinion was broadest on *earning a higher salary* which suggests that salary, depending upon the job, is either partially dependent upon educational level attained or totally predetermined based on job requirements. Comparing the responses to *earns a higher salary* (33% never), and *has a better chance of being employed* (11% never), supports the premise that, sometimes, although a graduate may have an advantage over a non-graduate in obtaining a job, the initial salary was predetermined based on the job itself.

The ratings of supervisors, viewed another way, show another advantage to employers who hire A.A. graduates. A.A. graduates sometimes, usually or always *perform job skills requiring a higher level of skills* (80%), *seems to be more satisfied with their jobs* (93%), yet *earn a higher salary*

less often (67%). According to both supervisors and graduates themselves they do have compensatory advantages in terms of *initial employment* and, particularly, in terms of *job promotion*.

In only one area, *has a better chance of being employed*, did supervisors rate that usually or always the A.A. degree was an advantage to a greater extent than graduates of career programs. In each of the other areas, career graduates felt that A.A. degree holders usually or always are benefitted to a greater degree. The areas in which graduates saw more advantages included: *more opportunity for job promotion, performing a higher level of skills, earning a higher salary,* and *overall job satisfaction.*

Interestingly, there was less difference in ratings by supervisors and graduates on opportunities for *initial employment, job promotion* and *earning a higher salary* than on *performing a higher level of job skills.* These ratings suggest that holders of an A.A. degree maintain the advantages of that degree as they move upward in the job ladder, but that upward movement may not be the result of initially performing a higher level of job tasks - but holding the degree.

3. Within your own experience of supervising a two-year CCC graduate, please indicate how adequate you feel the graduate's preparation was in each of the areas listed below. Please use the following scale and write the number corresponding to your choice on the blank space provided.

0. Not applicable
1. Inadequate
2. Adequate
3. More than adequate

The two-year CCC graduate's ...

	Combined Ratings of Adequate & More Than Adequate[1]	
	Supervisors	Graduates
1. depth in the various areas of knowledge required by his job is ...	89%	80%
2. understanding of the theory behind the tasks which he performs is ...	98%	91%
3. performance of job skills from the beginning of his employment is ...	76%	80%
4. familiarity with any test or laboratory equipment required by his job, from the beginning of his employment is ...	80%	81%
5. scope of the various areas of knowledge required by his job is ...	96%	91%
6. ability to communicate with superiors is ...	94%	85%[2]
7. ability to get along with fellow workers...	100%	97%[2]

[1] Ratings of 'not applicable' were removed prior to calculating percentages.

[2] These ratings are taken from the ratings by graduates of their job satisfaction and, therefore, are not directly related to supervisors' ratings.

Employers are overwhelmingly positive in their evaluation of the preparation of the CCC graduate whom they supervise. They are particularly impressed with the graduates' ability in *interpersonal skills, understanding of theory behind the tasks performed, scope of knowledge, ability to communicate with superiors* and *depth in the various areas of knowledge the job requires.* The two areas which were expected to receive lower ratings because they were directly tied to the nuances of a particular job did: *performance of job skills* and *familiarity with required test or laboratory*

equipment. Career programs are designed to prepare graduates to enter various positions in a variety of organizations and the responses given by supervisors enthusiastically reflect how well career programs fulfill this mission.

Supervisors, who are in positions which enable them to compare the job performance of CCC graduates to other persons, gave higher ratings on six out of seven of the characteristics than did graduates themselves. This, as well as the very high ratings themselves, underscores the positive results of CCC's career programs in perhaps their most vital evaluative area --- on-the-job performance.

SUMMARY

63% of the supervisors of CCC career graduates acknowledge that an A.A. degree is required or preferred for the jobs held by graduates. Supervisors underscore the benefits of CCC career programs to both employers and graduates by acknowledging these advantages: better opportunities for initial employment and job advancement, performs a higher level of job skills, earns a higher salary and is more satisfied with the job. Supervisors are also enthusiastic about the preparation of CCC graduates as they relate to job performance. They are impressed with the depth and scope of the various areas of knowledge that relate to the jobs held, the understanding of theory behind job tasks performed, the ability to communicate with superiors and interpersonal skills as well as with initial job performance and familiarity with required equipment.

RECOMMENDATIONS

The following recommendations deal with considerations for action at this College. Their rationale appears in Section V and is a direct result of the responses of career program graduates.

- Consideration should be given to formalizing the career ladder concept in order to facilitate the transfer of career program graduates as well as to encourage the continued education of those who obtain certificates. An added benefit might well be to encourage students enrolled in career programs, whose educational goal is to take a few courses, to aspire to a certificate or higher degree.

- Continuing articulation efforts should be directed particularly toward local colleges and universities in order to facilitate the transfer of career program graduates.

- Consideration should be given to developing special career counseling programs for students who have already declared their major in order that they have an opportunity to learn more about both job activities and career opportunities in their chosen field.

- Efforts should be directed towards a review of career program requirements in order to determine whether more elective courses would be possible.

The following recommendations deal with the study itself, particularly as a means of program evaluation.

- It is recommended that this study be conducted on a regular basis, perhaps every two years.

- It is recommended that responses by program be reviewed in order to determine whether more intense program evaluation is needed.

- Comparisons should be made between responses to specific items where change is recommended as one measure to determine whether changes were made and whether they were effective.

APPENDIX A

GRADUATE RESPONDENTS BY CAREER PROGRAM

RESPONDENTS BY PROGRAM

CAREER PROGRAM	1971-1972 TOTAL GRADUATES	RESPONDENTS Number	RESPONDENTS Percentage [1]
DATA PROCESSING TECHNOLOGY	24	10	42%
MEDICAL LABORATORY TECHNOLOGY	13	6	46%
NURSING	105	31	30%
MENTAL HEALTH	41	15	37%
ARCHITECTURAL & INDUSTRIAL DRAFTING	22	6	27%
CHEMICAL TECHNOLOGY	3	-	-
ELECTRONICS TECHNOLOGY	31	11	35%
BUSINESS ACCOUNTING	3	-	-
MARKETING MANAGEMENT	5	1	20%
SECRETARIAL, EXECUTIVE, LEGAL MEDICAL	18	11	61%
AIR TRAFFIC MANAGEMENT	3	1	33%
POLICE ADMINISTRATION/ CORRECTIONAL SERVICES	30	17	57%
RECREATION LEADERSHIP	14	5	36%
FIRE SERVICE TECHNOLOGY	8	7	88%
LIBRARY ASSISTANT TECHNOLOGY	1	-	-
TOTAL	321		
	- 32 Non-reachable		
TOTAL	289	121	42%

[1] Percentages are approximate; non-reachable graduates were removed from the population, not from their program area.

APPENDIX B

GRADUATES OF CAREER PROGRAMS QUESTIONNAIRE

EMPLOYER QUESTIONNAIRE

CATONSVILLE COMMUNITY COLLEGE

GRADUATES OF CAREER PROGRAMS

Please correct mailing address below:

Name: _____

Address: _____

_____

If you are currently employed, please go directly to Section B. If you are not currently employed, please answer Section A.

SECTION A: GRADUATES NOT CURRENTLY EMPLOYED

Check (✓) the response you choose.

1. After graduating from CCC, have you been employed?

____1. Yes, part-time
____2. Yes, full-time
____3. Not at all

2. The primary reason you are not currently employed is ...

____1. Family responsibilities
____2. Military status
____3. Student status
____4. Few job openings
____5. Most jobs require additional education
____6. Other, please specify: _____

3. Are you currently ...

____1. Attending college part-time
____2. Attending college full-time
____3. Not attending college, but plan to
____4. Not attending college and have no immediate plans to

4. If you are attending college, how does your current major program area relate to your CCC program area?

____1. They are the same
____2. They are closely related
____3. They are somewhat related
____4. They are not related at all

Stop here and return the questionnaire!

If you have been employed after your CCC graduation, please complete and return insert sheet, Page 5.

Thank you!

SECTION B:	GRADUATES CURRENTLY EMPLOYED

For Questions 1 - 7, please check (✓) the response you choose.

1. Are you currently employed ...

____1. full-time
____2. part-time

2. Did you hold your present job while attending CCC?
(Check 'Yes' even if you worked part-time at that job while attending CCC and are now working full-time.)

____1. yes
____2. no

3. Is your current job located in ...

____1. Baltimore County
____2. Baltimore City
____3. Washington, Prince George or Montgomery County Area
____4. other Maryland location
____5. out-of-state

4. The most accurate relationship between your career program at CCC and job is ...

____1. program helpful and directly related to job
____2. program helpful and slightly related to job
____3. program not helpful and slightly related to job
____4. program not helpful and directly related to job
____5. program not at all related to job

5. Your annual salary before deductions is ...
(If you are working part-time, please calculate your salary on a full-time basis.)

____1. below $5,000
____2. $5,000 to $7,000
____3. $7,000 to $9,000
____4. $9,001 to $11,000
____5. above $11,000

6. Prior to graduating from CCC, did you have work experiences related to your current position?

____1. No, none that was related
____2. Yes, work experience that was somewhat related
____3. Yes, up to one year of directly related work experience
____4. Yes, one to five years of directly related work experience
____5. Yes, more than five years of directly related work experience

7. Since graduating from CCC, have or are you ...

A. enrolled in college courses

____1. yes, part-time
____2. yes, full-time
____3. no, I chose not to
____4. no, but I plan to

B. enrolled in training courses offered by your employer, company or organization

____1. yes
____2. no, they are not available
____3. no, I chose not to
____4. no, but I plan to

For Questions 8 - 10, please write the number representing your response on the line provided.

8. Please rate your satisfaction with your present job using the following scale ...

1. highly dissatisfied
2. dissatisfied
3. satisfied
4. highly satisfied

_____1. salary
_____2. opportunity for advancement
_____3. opportunity for salary increase
_____4. fringe benefits
_____5. your job
_____6. opportunities for friendships with co-workers
_____7. communication with superiors
_____8. importance of your job
_____9. opportunity to do the things you were trained to do

9. Compared to persons in your field who have *not yet earned an A.A. degree or completed a similar program, but have about the same amount of experience,* please rate the degree to which you feel you ...

Nursing Graduates: please compare yourself to 3-year hospital nursing school graduates who have about the same amount of experience.

1. never
2. sometimes
3. usually
4. always

_____1. had a better chance of being employed
_____2. have more opportunity for job promotion
_____3. perform job tasks requiring a higher level of skills
_____4. earn a higher salary
_____5. are more satisfied with your job

Is an A.A. degree required for the job you hold? *(Please check)*

_____ 1. Yes
_____ 2. No, but it's preferred
_____ 3. No, and no preference is given

10. *Please write in the corresponding number of the response below which best describes how you feel about the career-vocational courses you took at CCC.*

0. not applicable
1. not adequate
2. adequate
3. more than adequate

_____1. The variety of courses was ... .
_____2. The introduction to the various areas of knowledge required in my career was ... .
_____3. The depth of the various areas of knowledge required in my career was ... .
_____4. The presentation of job activities and career opportunities in my field included in courses was ... .
_____5. The emphasis on practical application of course material was ... .
_____6. The currency of test and laboratory equipment was ... .
_____7. The quantity of test and laboratory equipment was ... .
_____8. The opportunity to learn job skills required by my career was ... .
_____9. The theoretical understanding of the skills required in my career was ... .
_____10. The preparation for my future given me by courses was ... .
_____11. The number of elective courses was ... .
_____12. The opportunity to take courses outside of my major career area was ... .
_____13. The emphasis on analysis of course material as opposed to memorization was ... .
_____14. Overall, my satisfaction with courses in my career area was ... .

11. *The following statements describe experience you may have had at Catonsville Community College. Using the following scale, please indicate your degree of agreement with the statement.*

1. highly disagree
2. disagree
3. agree
4. highly agree

WHILE AT CCC:

_____1. I became more aware of why others believe and act as they do.
_____2. I learned to weigh the pros and cons of various courses of action before I made a decision.
_____3. I began to feel more personally responsible for my actions than I had in the past
_____4. I learned to set goals that were suited to my abilities.
_____5. I made more attempts to develop relationships with students than I had in the past.
_____6. I became more tolerant of differing viewpoints on issues of interest to me.
_____7. I was more concerned with my own, rather than others' evaluations of my accomplishments.
_____8. I began to better understand myself.
_____9. I became more able to get along with persons different than myself.

Please write your job title and name and address of your current employer. Show the subdivision of the organization in which you work. If you work for a government organization or agency, show the full organizational designation, such as department, bureau, division, section, and the like.

_____ Your job title

_____ Employer organization

_____ Subdivision of organization, if appropriate

_____ Street

_____ City, State, Zip Code

Please write the name and job title of your immediate supervisor.

_____ Supervisor's Name

_____ Supervisor's Job Title

Are there additional skills or areas of knowledge that you feel should be added to your career program at CCC?

Are there specific skills or areas of knowledge that you feel should be eliminated from your CCC career program?

Are there any courses which you feel could be altered or eliminated in your career program?

Do you now feel that any specific courses were vital to preparing you for your job?

Do you have any additional comments or suggestions regarding your career program and how it relates to your job?

Stop here and return this questionnaire

If you are currently employed, please write your name on the Employer Questionnaire and ask you immediate supervisor to complete it.

Thank you for your assistance!

CATONSVILLE COMMUNITY COLLEGE
EMPLOYER QUESTIONNAIRE

CATONSVILLE COMMUNITY COLLEGE GRADUATE

1. For the job held by the CCC graduate you supervise, is a two-year associate degree required ...

_____Yes, at least an associate degree is required
_____No, but preference is given to holders of an associate degree
_____No, and no preference is given

For Questions 2 and 3, please write the number representing your response on the line provided

2. Assume that your company or organization has a job available for which a two-year college graduate or a person with the same experience but *without the degree* can qualify.

If you are a supervisor of nurses, please compare the two-year college graduate R.N. to the hospital nursing school graduate R.N.

Using the following scale, please estimate the extent to which the two-year college graduate ...

1. Never
2. Sometimes
3. Usually
4. Always

_____1. has a better chance of being employed
_____2. has more opportunity for job promotion
_____3. performs job tasks requiring a higher level of skills
_____4. earns a higher salary
_____5. seems to be more satisfied with his job

3. Within your own experience of supervising a two-year CCC graduate, please indicate how adequate you feel the graduate's preparation was in each of the areas listed below. Please use the following scale and write the number corresponding to your choice on the blank space provided.

0. Not applicable
1. Inadequate
2. Adequate
3. More than adequate

The two-year CCC graduate's ...

_____1. depth in the various areas of knowledge required by his job is ...
_____2. understanding of the theory behind the tasks which he performs is ...
_____3. performance of job skills from the beginning of his employment was ...
_____4. familiarity with any test or laboratory equipment required by his job, from the beginning of his employment, was ...
_____5. scope of the various areas of knowledge required by his job is ...
_____6. ability to communicate with superiors is ...
_____7. ability to get along with fellow workers is ...

4. Please specify any additional skills that you feel the career graduate should have

_____

_____

_____

Are there any weak skills areas that should be strengthened?

_____

_____

_____

_____

5. Please specify any additional areas of knowledge that you feel the career graduate should have?

_____

_____

_____

Are there any weak areas of knowledge that should be strengthened?

_____

_____

_____

_____

6. Please feel free to add any additional comments

_____

_____

_____

_____

_____

_____

7. If further evaluation of career programs is needed, would you be willing to share your expertise and be contacted by career program faculty?

[ ] Yes [ ] No

Supervisor Completing This Questionnaire

Name_____

Title_____

Company/Organization_____

Street_____

City/State_____

APPENDIX C

CORRESPONDENCE WITH GRADUATES AND EMPLOYERS

Initial letter to graduates of Career Programs - also used for first follow-up.

CATONSVILLE COMMUNITY COLLEGE

CATONSVILLE, MARYLAND 21228
TELEPHONE (301) 747-3220

OFFICE OF INSTITUTIONAL RESEARCH

Dear Graduate,

We are evaluating the effectiveness of CCC career programs and would greatly appreciate your assistance. As a graduate of CCC, your opinions of your career program as well as your work experiences are vital in this program evaluation. We hope that you will share your opinions by completing the enclosed questionnaire.

If you are currently employed, we also request that you ask your immediate supervisor to complete the enclosed Employer Questionnaire and return it to CCC. The Employer Questionnaire takes only a few minutes to complete and has been designed specifically to evaluate career programs.

The results of the study will be available in mid-summer and may be obtained by calling the Office of Institutional Research, 747-3220 Extension 252 or 275. Thank you!

Cordially,

Cheryl Opacinch

Cheryl A. Opacinch, Ed.D.
Coordinator of Institutional Research

CAO:n

Second follow-up to Career Program graduates.

CATONSVILLE COMMUNITY COLLEGE

CATONSVILLE, MARYLAND 21228
TELEPHONE (301) 747-3220

September 10, 1973

OFFICE OF INSTITUTIONAL RESEARCH

TO: Graduates of Career Programs

FROM: Dr. Cheryl A. Opacinch, Coordinator of Institutional Research

Last Spring, graduates of CCC career programs were asked to participate in a study whose purpose was primarily that of assisting in the evaluation and improvement of career programs. Unfortunately, only about 40% of the graduates who were asked to participate responded. Consequently, we do not know if the responses we received represent a majority viewpoint.

These are some of the responses graduates to the survey have made:

- 80% of CCC career program graduates are currently employed, 15% are currently attending college, 3% plan to attend college and 2% are not attending college and do not have any immediate plans to do so.
- Of the graduates who are currently employed, 75% are employed in Baltimore County or Baltimore City; one graduate is employed out of state.
- Of those graduates who are currently employed, 45% are currently enrolled in college courses and 43% intend to enroll in college courses.
- Of those graduates who are currently employed, 93% indicated that their overall satisfaction with courses in the career area was 'adequate' or 'more than adequate.'

We would greatly appreciate it if you would find time to respond and if you are employed, that you request that your immediate supervisor also participate in this study. It is through your assistance that we are best able to evaluate our programs and other services. Won't you please participate in this important study?

cheryl opacinch

CAO:n

CATONSVILLE COMMUNITY COLLEGE

CATONSVILLE, MARYLAND 21228
TELEPHONE (301) 747-3220

OFFICE OF INSTITUTIONAL RESEARCH

October 9, 1973

TO: Graduates of Career Programs

FROM: Dr. Cheryl Opacinch
Coordinator of Institutional Research

We have received your completed questionnaire for the Follow-up of Graduates of Career Programs, but have not yet received a completed questionnaire from your immediate supervisor.

This study is unique in that it asks supervisors to evaluate the educational preparation of career program graduates. Your responses and those of your supervisor will enable us to effectively evaluate our career programs as we continue to look for areas which need improvement.

We have enclosed an extra questionnaire and request that you ask your immediate supervisor to complete it as soon as possible.

Thank you for your participation in this study. Results will be available in early winter for distribution.

CO:n
Encl.

Letter to supervisors which appeared on the questionnaire.

CATONSVILLE COMMUNITY COLLEGE

CATONSVILLE, MARYLAND 21228
TELEPHONE (301) 747-3220

OFFICE OF INSTITUTIONAL RESEARCH

Dear Supervisor:

Catonsville Community College is conducting a study in order to evaluate its career programs and would very much appreciate your assistance. As a supervisor of a CCC career program graduate, you have the experience and expertise to provide valuable input into this evaluation.

We hope that you will share your knowledge with us by completing this questionnaire.

Thank you for your participation.

Cordially yours,

Cheryl A. Opacinch, Ed.D.
Coordinator of Institutional Research

CAO:n

CATONSVILLE COMMUNITY COLLEGE

Thank you so much for responding to the recent survey of graduates of Catonsville Community College career programs. It is through your opinions of educational experiences at CCC as well as the relationship of your CCC program to your on-the-job experience that we are best able to evaluate our current programs. We greatly appreciate the time and efforts you have expended in assisting in this evaluation.

Sincerely,

Cheryl Opacinch

Cheryl A. Opacinch, Ed.D.
Coordinator of Institutional Research

CAO:n

CATONSVILLE COMMUNITY COLLEGE

CATONSVILLE, MARYLAND 21228

Thank you so much for your response to Catonsville Community College's study to evaluate its career programs. As a supervisor of a CCC program graduate, you have the experience and expertise to provide valuable input into this evaluation. We appreciate the sharing of your knowledge with us and the time and effort that you have expended in our behalf. Thank you for your participation.

Cordially yours,

Cheryl A. Opacinch, Ed.D.
Coordinator of Institutional Research

CAO:n

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 26 1974

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